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# January 2001

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## Part A: Written Response

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## Grade 12 Diploma Examination

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# January 2001

## English 33

### Part A: Written Response

#### Grade 12 Diploma Examination

##### **Description**

**Part A: Written Response** contributes 50% of the total English 33 Diploma Examination mark and consists of **three** sections.

- **Section I:**  
**Personal Response to Literature**

*Value* 25% of total examination mark

- **Section II:**  
**Functional Writing**

*Value* 15% of total examination mark

- **Section III:**  
**Response to Visual Communication**

*Value* 10% of total examination mark

**Time:** This examination was developed to be completed in 2 ½ hours; however, you may take an additional ½ hour to complete the examination.

Budget your time carefully.

##### **Instructions**

- You may use the following print or electronic references:
  - an English language and/or bilingual dictionary
  - a thesaurus
  - an authorized writing handbook
- Complete all **three** sections.
- Space is provided in this booklet for planning and for your written work.
- Use blue or black ink for your written work.

##### **Additional Instructions for Students Using Word Processors**

- Format your work using an easy-to-read 12-point or larger font such as Times.
- Double-space your final copy.
- Staple your final printed work to the pages indicated for word-processed work for each section. Hand in all work.
- Indicate in the space provided on the back cover that you have attached word-processed pages.

**Do not write your name anywhere in this booklet.**

**Feel free to make corrections and revisions directly on your written work.**

## SECTION I: PERSONAL RESPONSE TO LITERATURE (Suggested time: 75 minutes)

Read the following excerpt and complete the assignment.

### from EXTRAORDINARY GOLF

I joined the Peace Corps and was assigned to teach high school in Africa. The new challenges and the new friends did me a world of good, as did the opportunity to help others and not worry so much about my own problems. After the usual training and travel adventures, I found myself teaching in a small village in central Ghana.

Needless to say, golf is not big in equatorial Africa, and that was just fine with me. But after a few months of teaching, I got homesick for the game. I knew there was at least one golf course in the country, because on the way to the village I had seen it, just outside the capital city, Accra. It wasn't quite what I was used to—the fairways were indistinguishable and the greens were really "browns"—but I was in no position to be picky. I wanted to tee it up.

So I wrote a letter to the course saying that I was an American golf professional—I thought that would help—and asking if I could play a round sometime during my upcoming Christmas break. I received a quick and enthusiastic reply. I was on! They would be expecting me on the morning of December 28 (I remember that date because it was two days before a military coup took place, but that's another story). The next thing to do was to get some clubs.

When I got to Accra I called the U.S. embassy—and I was in luck. It turned out that a previous U.S. ambassador had left behind a set of clubs that I was welcome to. And that previous U.S. ambassador to Ghana just happened to have been Shirley Temple Black.<sup>1</sup> So there I was, about to play golf in Africa with Shirley Temple's golf clubs. About this time I began to realize that no matter what else came out of this, it was going to be a good golf story.

When I arrived at the course on the morning of the twenty-eighth, a fairly large crowd had gathered on the first tee. I was met by the people in charge and introduced to the crowd as the American golf champion. I was then introduced to a handsome, alert, cheerful man about my age and height who was going to be my playing partner. He had what seemed to be the standard attire for the course—T-shirt, shorts and bare feet—and carried a set of clubs that would have been at home in the Smithsonian Institution.<sup>2</sup> His name was Kojo, and he was the Ghanaian golf champ. We were going to play a match.

My first reaction, after surprise, was right in line with my Peace Corps training—Be a good ambassador. Don't beat him too badly, make it a close, exciting game, and

*Continued*

<sup>1</sup>Shirley Temple Black—a famous American child movie star who, as an adult, became an American diplomat

<sup>2</sup>Smithsonian Institution—a famous group of American museums, galleries, and research facilities

everyone will be happy. Another thought also popped into my head, along the lines of “I’ve always wanted to be the best golfer in the country, maybe I’ve finally found the right country!” I was looking forward to an enjoyable round.

Considering the conditions and the layoff that I’d had, I started out playing pretty well. So did Kojo, however, and even though I was playing full out, I was only one up after nine holes. Kojo was certainly talented, but not exceptionally so, and he obviously had had limited instruction and experience. But he seemed to get the most out of his ability and was really enjoying the game.

As we began the back nine my attitude started to change. I just wanted to win. I didn’t even want to think about the embarrassment of losing the match. My game, of course, changed as well, and not for the better. Kojo seemed to play the same as before. He pulled even at 11 and at 16 he went one up. On 17 he sank a ten-footer for the match. The last I saw of him he was being carried toward the clubhouse on the shoulders of the crowd.

I put on a game face, of course. I laughed and made “good ambassador” jokes, but on the inside I felt humiliated. Even knowing that if we played ten matches I would win most of them didn’t take the sting out of this one loss. But this was a time in my life when, thankfully, I was able to learn from adversity. Over the next few days I began to understand what had happened out there on the course.

Even though Kojo and I were both playing golf, we were playing vastly different games. My game, especially on the back nine, was concerned with performance and avoiding embarrassment—looking good. His game—well, I’m not really sure what he was experiencing, but he seemed to be playing with a joy and a sense of freedom that I had rarely seen. My game filled me with anxiety and self-doubt and made me play worse than I was able to play. His game allowed him to play far closer to his potential.

*Fred Shoemaker*

## THE ASSIGNMENT

It is possible to gain satisfaction and reward when we pursue our own “best game.” Fred Shoemaker suggests, however, that our attitudes can prevent us from genuinely involving ourselves in what we do.

**What is your opinion of the idea that we gain personal satisfaction through genuine involvement?**

In your writing, BE SURE TO

- consider the details in this excerpt
- use your own experiences and/or observations to support your opinion

You may also refer to other literature that you have studied.

Present your ideas in PROSE.

## Section I: Personal Response to Literature

## *Planning*

There is additional space for planning on pages 6, 8, and 10.

**If you are using a word processor, staple your Section I finished work here.**  
*You may make corrections directly on your printed page(s).*

## Section I: Personal Response to Literature

## Written Work

There is additional space for written work on pages 7, 9, and 11.

## Section I: Personal Response to Literature

### *Planning*

There is additional space for planning on pages 8 and 10.

## **Section I: Personal Response to Literature**

## Written Work

There is additional space for written work on pages 9 and 11.

## Section I: Personal Response to Literature

### *Planning*

There is additional space for planning on page 10.

## **Section I: Personal Response to Literature**

## *Written Work*

There is additional space for written work on page 11.

## **Section I: Personal Response to Literature**

### *Planning*

## **Section I: Personal Response to Literature**

### *Written Work*

**GO ON TO SECTION II**

## **SECTION II: FUNCTIONAL WRITING** **(Suggested time: 45 minutes)**

Read the situation below and use it to complete the assignment that follows.

### **THE SITUATION**

The School Advisory Council of Nalwen High School has recommended eliminating the Examination Exemption Policy from the school's Attendance Policy. Council members question the educational merit of granting students exemptions from writing selected final examinations.

The Examination Exemption issue is on the agenda of the January 26<sup>th</sup> Nalwen High School Advisory Council meeting. At that time, the Advisory Council plans to vote on whether to allow exemptions from examinations at the end of the second semester. Your fellow students have asked you to present the students' views at this important meeting.

In your speech, you must convince the Advisory Council that these exemptions have educational merit. In writing your speech, use supporting evidence taken from the sources on pages 14 and 15 to persuade the Advisory Council to continue their support of the Examination Exemption Policy.

### **THE ASSIGNMENT**

**Write a speech that will persuade the School Advisory Council to keep the Examination Exemption Policy.**

In preparing your speech, BE SURE TO

- consider your purpose and audience
- study the information on pages 14 and 15 and use it and your own experience to write a persuasive speech
- use an appropriate tone

Remember that this is a speech, not a letter. Do not sign your speech.

*Continued*

## Section II: Functional Writing

from Nalwen High School Attendance Policy

### IV. Examination Exemption Policy

#### A. Intent of Exemptions

The examination exemption is intended to reward those students in grades 10, 11, and 12 who have achieved excellent attendance and who have met specific academic standards.

#### B. Attendance and Achievement Requirements

A student who has achieved an attendance rate that meets or exceeds 97% during the semester is eligible to request final examination exemption provided that the following criteria are met.

1. The student has achieved an AVERAGE MARK of 60% in the course for which the exemption is requested.
2. The student is in good standing: students on school or district probation are not eligible.

#### C. Exemptions

1. A student may request to be exempted from the examination in no more than one core course and one optional course in each examination session.
2. Exemptions apply only to non-diploma examination courses. Students MUST WRITE all diploma examinations.
3. A student who qualifies for exemption may choose to write the final examination in that course. The examination mark will be counted only if it will benefit the student's final course mark.

#### Class Attendance and Extra-Curricular Participation for Nalwen High School Compared With Two District High Schools That Do Not Offer Exemptions

Year	Nalwen H. S.		Benner H. S.		Clover H. S.	
	Class Attendance	Extra-Curricular Participation	Class Attendance	Extra-Curricular Participation	Class Attendance	Extra-Curricular Participation
1997	88%	60%	86%	55%	87%	47%
1998*	93%	62%	85%	54%	85%	51%
1999	95%	65%	82%	52%	82%	49%
2000	95%	71%	85%	52%	86%	50%

\*Introduction of the Examination Exemption Policy at Nalwen High School

#### Examination Exemptions at Nalwen High School—June 2000

Grade	Total Enrollment	Core Course Average	Students Requesting Exemptions	Exempted Students' Core Course Average
10	127	61%	63	66%
11	145	63%	81	70%
12	138	62%	32	71%

*Continued*

## Section II: Functional Writing

from *The Nalwen News*, Friday, January 12, 2001

### Your Point of View

**This week's question:** Is it a good idea to encourage and reward good attendance in high school by allowing eligible students to be exempted from final exams?

**Elsie Barabash,  
Chairperson  
Nalwen High  
School Council**



"Good attendance should be a goal for any student making a genuine effort to succeed. I don't believe that the awarding of exemptions fosters the individual commitment and self-discipline we encourage in our young people."

**Tom Simmons,  
Owner  
Simmons Books**



"Certainly. If students attend more often, they'll find more things to enjoy about high school in general. Working for these exemptions develops responsibility."

**Ray Hartley,  
Diesel mechanic**



"I don't think so. Out in the real world, these kids will be tested every day. They need to learn the value of hard work. School is a place where they should find out if they have what it takes."

**Maria Yiu,  
Pharmacist**



"No. Exemption from an exam should be based on academic achievement, not on attendance. Good attendance is to be expected. The reward is better marks."

from *The NHS Student Voice*, Monday, January 8, 2001

### This Month's Burning Issue

**Exemptions Based on Attendance - "To Keep or Not To Keep?" - That is the Question**

**Leslie Forchuk,  
Grade 12 student**

My Beauty Culture 20 final was on the same day as my Physics 30 diploma exam last year. I got an exemption from Beauty Culture so I could spend more time studying for Physics. I'm glad I didn't have to prepare for both exams.

**Mr. Cardinal,  
Physics teacher**

It does not make sense to me that students of any grade should be allowed to miss finals in subjects that have diploma examinations at the end of Grade 12. I think students need experience writing exams.

**Cindy Reynolds,  
Grade 11 student**

I work after school and on weekends, but I keep my attendance up. I can exempt one of my exams and schedule some extra hours of work. Since I'm not an honours student, this is a way I can earn an exemption.

**Jon Dempsey,  
Grade 12 student**

Last year, I had a gymnastics competition in Regina on the weekend before final exams. I needed Monday as a travel day but I had an English 20 final to write on Monday morning. I earned an exemption, so I had no problem.

## Section II: Functional Writing

### *Planning*

There is additional space for planning on pages 18 and 20.

**If you are using a word processor, staple your Section II finished work here.**  
*You may make corrections directly on your printed page(s).*

## Section II: Functional Writing

## Written Work

## Principal and Staff Members

There is additional space for written work on pages 19 and 21.

## Section II: Functional Writing

### *Planning*

There is additional space for planning on page 20.

## Section II: Functional Writing

## Written Work

There is additional space for written work on page 21.

## Section II: Functional Writing

### *Planning*

## Section II: Functional Writing

### Written Work

### SECTION III: RESPONSE TO VISUAL COMMUNICATION



### **SECTION III: RESPONSE TO VISUAL COMMUNICATION**

**(Suggested time: 30 minutes)**

Examine the photograph on page 22. Consider how the composition of the photograph communicates a main idea.

#### **THE ASSIGNMENT**

**What idea does the photograph communicate to you?  
Support your response by referring to specific details from the photograph.**

#### **INITIAL PLANNING**

There is additional space for planning on pages 24 and 26.

### Section III: Response to Visual Communication

#### *Planning*

There is additional space for planning on page 26.

**If you are using a word processor, staple your Section III finished work here.**  
You may make corrections directly on your printed page(s).

### **Section III: Response to Visual Communication**

## *Written Work*

There is additional space for written work on page 27.

### Section III: Response to Visual Communication

#### *Planning*

### **Section III: Response to Visual Communication**

## Written Work

## Credits

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*Do Not Write  
On This Page*

